

## MORAL, SOCIAL AND CULTURAL STUDIES POLICY

**Policy No:** WPSD Moral, Social and Cultural Studies Policy

**Owner:** WPSD-LLC

**Document Author:** MSC HOD (SLT)

**Authorised to Edit/ Amend:** Senior Management

**Date of Compilation:** March 2024

**Version No:** 1

Policy to be reviewed again in April 2025

### School Vision:

Our vision is for all students to develop at Woodlem Park School as independent learners with self-belief and respect for others with a lifelong love for learning and a strong foundation for future success.

### School Mission:

At Woodlem Park School we value every student. We work together as a community to ensure that students develop well in all aspects of learning so that they are equipped to face the opportunities and challenges of the 21st century wherever they may be.

### To Do This:

We provide the best possible learning opportunities in academic subjects, personal development, moral values, and life skills. Staff members and students work together in a spirit of cooperation and mutual harmony.

### Rationale:

At The Woodlem Park School Dubai, we focus on adding values such as taking responsibility, participation in sports and games, physical health and diet, mental health, arriving at the right decisions, embracing different cultures and diversity, dealing with conflict, growing up as a dutiful citizen recognizing digital citizenship, in order to develop moral qualities such as humility, honesty, courtesy, tolerance and happiness.

We instill 7 moral values in our students i.e., unconditional love and kindness, respect for others, hard work, self believe, compassion, honesty and forgiveness in line with the school Vision and Mission as well as UAE National Priorities.



### Aim:

The WPS aims to contribute to the making of better global citizens through the development of human capital capabilities, promoting the values of tolerance and respect and being responsible for looking after the place where they live as well as the wider world. We provide students with an awareness of the world around them to help them navigate and be successful in the future, making informed and reasoned decisions as members of a tolerant and culturally diverse society.

This will include deepening their understanding of social, political, and economic systems. We will be integrating the outcomes, standards, content, literacy skills, and knowledge application as well as the incorporation of Moral, Social and Cultural studies within other curriculum areas.

The Moral, Social and Cultural Studies Curriculum Framework is organized into 3 Domains with corresponding sub-domains, values, skills, character traits, and social competencies as shown in the below table:



	MORAL	SOCIAL	CULTURAL
 <b>Description</b>	<p>Description Developing the individual as a moral being. Developing the language, understanding and skills of moral thinking and reasoning. Applying moral thinking to the individual in a variety of social contexts, as well as to the development of others in their school, family and local communities.</p>	<p>Equipping individuals with a grounding in the common knowledge of the past, human geography, sociology, economics, information literacy and information processing to create an awareness of the commonality of humanity and to understand the value of lifeline learning.</p>	<p>Understanding how the governing structures and heritage of the UAE can lead to develop loyalty and sense of belonging to the UAE community and participating responsibly as a person living in the UAE society.</p>
 <b>Strands</b>	<ul style="list-style-type: none"> <li>Character and Morality</li> <li>Individual and Community</li> </ul>	<ul style="list-style-type: none"> <li>History</li> <li>Sociology</li> <li>Geography</li> <li>Economics</li> <li>Information Literacy</li> <li>Information Processing</li> </ul>	<ul style="list-style-type: none"> <li>Civics</li> <li>Heritage</li> </ul>

  
**Values**

- honesty
- tolerance
- respect
- responsibility,
- thoughtfulness
- harmony
- courage
- helpfulness
- moderation
- humility
- kindness
- consciousness

  
**Skills**

- handling and understanding information
- critical thinking, problem solving
- decision making
- creativity
- working with others
- managing oneself

  
**Character**

- perseverance
- cooperation
- resilience
- self-control
- altruism
- ambition
- independence
- hospitality
- grit
- self-confidence
- discipline
- wisdom
- generosity
- passion

  
**Societal Competencies**

- solidarity
- recognising diversity and inclusivity
- civic duties
- respecting law and order

The purpose of the policy is to outline the Ministry of Education's requirements for Moral, Social, and Cultural Studies (MSCs).

The MSC Program prepares learners for the ever-rapid changes in the social fabric, as well as the need to assess and track trends and changes in moral, community, civic, and cultural aspects. It safeguards accomplishments in the formation of a unique local character preserves national heritage and deters adverse behavior. The Curriculum deepens learners' understanding of social, political, and economic systems; and improves their comprehension of movements in local and world history; enables them to analyze the relationships between humans and their natural environment and facilitates the development of a strong appreciation of the importance of relating knowledge of past people, events and civilizations to present and future challenges.

#### **The Policy aims to:**

Develop students of all nationalities and ages with universal principles and values, that reflect the shared experiences of humanity.

Adopt a comprehensive approach to sustaining society's remarkable features of tolerance, openness, acceptance, and respect of the others, which have developed over the past few decades. To promote character building to develop the next generation of role models and leaders, who contribute positively to the long-term health and well-being of society and the wide world.

Provide guidance in building character, instilling ethical outlook, fostering the community, and endearing culture.

#### **Learning and Teaching**

Moral, Social and Cultural Studies will focus on three domains as stipulated in the MSC Framework.

There are 10 strands that fit into these domains: Character Morality (Moral)

Individual and Community (Moral) History (Social)

Geography (Social) Sociology (Social) Economics (Social) Information Literacy (Social)

Information Processing (Social) Heritage (Cultural)

Civics (Cultural)

Moral, Social and Cultural studies outcomes will be incorporated across all areas of the curriculum from Grade 1 to Grade 10 as a core subject 1 period once a week (40 minutes). In addition, time will be integrated in thematic assembly and MSC assembly every week.

Class Assembly (CTP Period) is also focused on topics integrated from MSC for every grade. In KG we follow the integrated approach. The main language of instruction is English, however, some of the outcomes may be covered in Arabic or Islamic lessons through cross-curricular links. Lesson planning is innovative and a variety of resources are used. WPS Dubai also host many whole school events to enhance the learning of UAE heritage and culture, such as UAE National Day and International Day. Skills, knowledge and understanding in MSCS are consolidated through project work at the end of each term.

#### **Pedagogical approach and Learning:**

Classes to showcase high-quality teaching and learning.

Ensure continuity, review, and progression in the subject by choosing the appropriate sequence of teaching and teaching methods and set clear learning objectives through an agreed scheme of work, developed in line with the school development/ improvement plan.

Establish clear targets for achievement and evaluate progress using appropriate assessments, records, and regular analysis of this data at the end of every unit. Develop effective links with the local community including parents, to execute extension activities and educational trips.



## Assessment

Assessment for Moral, Social and Cultural Studies are both formative and summative in nature. Class teachers uses Orison portal to report and track students' attainment and progress throughout the year as well as identify areas for development.

This also shows the coverage of the MSCS Curriculum Framework.

Reflective assessment will allow for teachers to mark formative assessments. A written assessment is conducted at the end of every term.

## Roles and Responsibilities

Role of the Moral, Social and Cultural Studies Leader:

- Have overall responsibility for Moral, Social and Cultural Studies across the school
- Ensure that the Moral, Social and Cultural Studies outcomes are mapped across the school curriculum.
- Monitor and evaluate the impact of Moral, Social and Cultural Studies
- Provide some guidance on resources for Moral, Social and Cultural Studies

### Role of Class Teachers:

- Plan and deliver Moral, Social and Cultural Studies outcomes to all students through all subjects.
- Measure the impact of Moral, Social and Cultural Studies through observation and questioning of students
- Report outcome to parents in the end-of-year report
- Assess understanding of Moral, Social, and Cultural Studies through AFL
- Engage students with Moral, Social, and Cultural Studies through purposeful and relevant topics.

### Role of Children:

The purpose of Moral, Social, and Cultural Studies is to develop a nation of responsible global citizens who: Possess moral values and a secure knowledge of past and present events, which they use to make well-informed judgments and morally sound decisions.

Know, understand, and tolerate local and global cultures different from their own, understanding how they evolved and their past and present impacts on the world. Understand the governing institutions and their rights and responsibilities as global citizens living in the UAE Develop a sustainable lifestyle.

Demonstrate loyalty and a sense of belonging to the UAE community.

Work efficiently with physical and digital resources to construct evidence-rich oral and written professional discourse equipping for a career with lifeline learning.

### Role of the Parents:

Our parents shall provide necessary support and encouragement for learning activities at home combined with parental involvement in schooling to facilitate the personal, social and emotional behavior of children. We aim our parental partnerships and engagement as platforms to raise character-related issues in discussion of daily event as well as to promote our school's inclusive learning climate.

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